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Volume Seven - Number Two

MONTANA SOICC NEWSLETTER

Montana State Occupational Information Coordinating Committee

MONTANA SOICC

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Montana's Career Information System

The Montana Career Information System (Montana CIS) was designated as the official state system for delivery of career information at the August 10, 1989 SOICC meeting.

The SOICC's action came after an assessment of the linkages of the SOICC with a career information delivery system as mandated in the Carl Perkins Vocational Education Act and the Job Training Partnership Act.

The primary mission of the SOICC is to help provide planners and program managers with up-to-date and locally relevant labor market information upon which to base program decisions. The SOICC also provides information that helps meet the needs of individuals making decisions about occupations and careers. Working in conjunction with Montana CIS helps meet these needs.

The SOICC also looked at career information delivery system options and the long-range funding requirements of Montana CIS.

Montana CIS is a computer-based system that provides information about careers and training opportunities. The system helps individuals match personal interests with compatible occupations.

By redesignating the Montana CIS as the official state career information system, the SOICC reaffirms the importance of and need for state-based as well as national career information. This action illustrates the SOICC's commitment to making quality career information services available to the people of Montana.

Members of the SOICC include the following:

* Maggie Bullock, Rehabilitative/Visual Services Division, Department of Social and Rehabilitation Services

* Sandy Courtnage, Office of Research and Information Services, Department of Commerce

* T. Gary Curtis, Job Service Division, Department of Labor and Industry

* Marvin McMichael, State Job Training Coordinating Committee

* Sue Mohr, Employment Policy Division, Department of Labor and Industry

* Brady Vardemann, Office of the Commissioner of Higher Education

* Jim Whealon, Department of Administrative/Vocational Education Services, Office of Public Instruction

Members of the SOICC Technical Steering Committee include the following:

* Phil Brooks, Office of the Commissioner of Higher Education

* Rick Deady, Employment Policy Division, Department of Labor and Industry

* Mickey Hines, Job Service Division, Department of Labor and Industry

* Bob Jahner, Rehabilitative Services Division, Department of Social and Rehabilitation Services

* Leonard Lombardi, Department of Administrative/Vocational Education Services, Office of Public Instruction

* Bob Rafferty, Research and Analysis Bureau, Department of Labor and Industry

* Patricia Roberts, Office of Research and Information Services, Department of Commerce

* Anne Wolfinger, Montana Career Information System (Montana CIS)

Fall Fare: Career Guidance Workshops

The Montana SOICC, the Office of Public Instruction and the Montana Career Information System are joining forces this fall to conduct workshops across the state, which will include information about the new National Career Development Guidelines.

Each workshop will feature an overview of the recently released guidelines, a discussion of labor market information sources and suggestions for implementing the guidelines through use of the Montana Career Information System. Site coordinator training will also be covered for those interested or new to the Montana Career Information System.

Workshop presenters will be Bob Arnold, SOICC Program Officer, Judy Birch, Guidance Specialist from the Office of Public Instruction, and Anne Wolfinger, Service Manager of the Montana Career Information System.

Workshop dates and locations are as follows:

September 25	Lewistown
September 27	Miles City
September 29	Bozeman
October 10	Kalispell

For more information, call Anne Wolfinger at 442-5535. Space will be limited so call soon to reserve your seat.

A Larger Crowd at the Finish

Each year 700,000 public-school students leave high school with no diploma. But while the U.S. graduation rate has hardly budged over all since 1982, 38 states have slowed the flow of dropouts. The following percentages of students, who were freshmen four years before, graduated from public high schools in 1987:

	1987 graduation rate	Change from 1982 in percentage points
Minnesota	90.6%	2.4
Wyoming	89.3%	16.9
North Dakota	88.4%	4.5
Nebraska	86.7%	4.8
Iowa	86.4%	2.3
Montana	**86.2%**	7.5
Wisconsin	85.4%	2.3
Ohio	82.8%	5.3
Kansas	82.1%	1.4
Utah	80.6%	5.6
Connecticut	80.5%	9.9
South Dakota	79.7%	-3.0
Maine	79.3%	9.2
Idaho	78.8%	4.4
Pennsylvania	78.7%	2.7
Vermont	78.0%	-1.6
Washington	77.8%	1.7
Arkansas	77.5%	4.1
New Jersey	77.2%	0.7
Massachusetts	76.5%	0.1
West Virginia	76.2%	9.9
Illinois	75.7%	-0.4
Maryland	74.5%	-0.3
Missouri	74.4%	0.2
Virginia	74.0%	0.2
Colorado	73.7%	2.8
Indiana	73.7%	2.0
Oregon	72.8%	0.4
New Hampshire	72.7%	-4.3
Oklahoma	72.6%	1.8
Nevada	72.1%	7.3
New Mexico	71.7%	2.3
U.S. average	**71.1%**	**1.6**
Hawaii	70.8%	-4.1
Alabama	70.2%	6.8
Delaware	70.1%	1.9
Rhode Island	69.4%	-3.3
North Carolina	67.8%	0.7
Tennessee	67.8%	0.0
Kentucky	67.4%	1.5
South Carolina	66.9%	3.1
Alaska	66.7%	2.4
California	66.1%	6.0
Texas	65.1%	1.5
Mississippi	64.8%	3.5
Arizona	64.4%	1.0
New York	62.9%	-0.5
Georgia	62.5%	-2.5
Michigan	62.4%	-9.2
Louisiana	60.1%	7.2
Florida	58.6%	-1.6
District of Columbia	55.5%	-1.4

Note: Graduation rates were adjusted by factors that account for movement of students between states and for students not classified by grade. Basic Data: U.S. Dept. of Education

SOURCE: U.S. News & World Report, June 12, 1989

Why Girls Drop Out of Math & Science

Take the following quiz to find out the reasons why girls do not pursue math and science--and some of the reasons why they should:

1. Which of the following groups of students receive the LEAST amount of teacher attention in our classrooms?

___ high achieving boys
___ low achieving boys
___ high achieving girls
___ low achieving girls
___ minority boys
___ minority girls

2. No matter what the sex of the teacher, boys receive more opportunities to respond in math classrooms than girls. On average boys receive:

___ twice as many
___ four times as many
___ five times as many
___ ten times as many

3. Fewer females than males are found in higher level math classes because:

___ society does not expect girls to do well in math
___ girls are taught that they will not need math as much as boys will in the future
___ girls are "helped" to do their math while boys are expected to "work it out for themselves"
___ girls are allowed to drop out of math when it gets difficult, while boys are encouraged to stay with it
___ traditional preschool games for boys (blocks, construction sets, cars) contribute to math readiness while those for girls (dolls, household miniatures, dress-up) usually do not
___ all of the above

4. How many days does the average woman have to work to earn as much money as the average man earns in five days?

___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10

5. How much more per year is the starting salary for a college graduate in science than for one in the humanities?

___ $3,000 ___ $7,000 ___ $9,000 ___ $11,000

Answers: 1. High achieving girls; 2. Four times as many; 3. All of the above; 4. Eight to nine days; 5. $11,000

SOURCE: Adapted from information from the Northwest Regional Education Laboratory, Portland, Oregon

Look for "A Strategy to Promote Interest in Nontraditional Careers" in the Winter issue the SOICC Newsletter!

FREE OCCUPATIONAL INFORMATION RESOURCES

The 1989 edition of the **Montana Supply/Demand Report** will be available in September. This report provides Montana-specific occupational information.

Occupational information can serve as a valuable asset to planners. Access to Montana occupational information offers planners a broad perspective of employment needs and an efficient means of learning about Montana labor market conditions.

The **Montana Supply/Demand Report** is designed to assist program planners in making decisions about establishing, terminating or improving existing training programs in Montana. Training programs designed to prepare individuals for specific occupations must be realistic in light of the anticipated job openings (demand) and the expected number of persons available for and prepared to fill them (supply).

Data is available for three major categories in the **Montana Supply/Demand Report**:

- **Occupational Demand** -- 1986 base year occupational employment with projected occupational employment and average annual openings to 1995 for Montana.
- **Occupational Supply** -- The number of people who complete training programs at Montana's training institutions.
- **Supplemental Analysis Data** -- Additional data which includes the number of apprenticeship completers, Job Service applicants and openings and average hourly wage for analysis purposes.

The **Montana Micro-Occupational Information System (Micro-OIS)** will also be available in September. The **Micro-OIS** contains the same data as the Montana Supply/Demand Report, but also provides the capability to produce tailored reports through the use of search routines of its database files. All data categories mentioned above are accessible through the **Micro-OIS**.

The **Micro-OIS** is available on two "run-time version" diskettes for use on an IBM personal computer or IBM compatible personal computer. The **Micro-OIS** can also be installed on a hard disk IBM or compatible personal computer.

There is no charge for the Micro-OIS. If you are interested in the Micro-OIS and have the equipment mentioned above, call the SOICC at 444-2741.

Kate Kahle, Editor
Montana SOICC Newsletter
Volume Seven - Number Two

Robert N. Arnold
Program Officer
Montana SOICC

If you would like to contribute to this newsletter, contact the Montana SOICC at P.O. Box 1728, Helena, Montana 59624. The Montana SOICC reserves the right to edit all information submitted.

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